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ABSTRACT

The purpose of this revised composition and language curriculum guide is to meet a number of student needs in written language and make the teaching of language skills more effective. For each grade covered by this curriculum guide, three sets of expected skill acquisitions are given: basic, competency, and honors. Examples of these skills are given for first and second grade, and second grade includes a spelling list. Third grade includes sample activities for such topics as joining words and avoiding sentence fragments, as well as a spelling list. Grades four through eight contain spelling lists; in addition grades five and six contain examples of the expected skills. Grades ten and eleven contain a list of materials for use in the classroom. Also included in this document are directions for using the curriculum guide and for keeping a record of students' progress. (TS)

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ED105461

K - 12 COMPOSITION AND LANGUAGE CURRICULUM

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BATAVIA CITY SCHOOLS

Summer, 1973
Revised, Summer, 1974

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CS 201 983

Dr. Roy Dexheimer
Superintendent

Mr. N. Stephen Castor
Instructional Administrator

PREFACE

In an age of accountability any curriculum work must have solid justification for the money and hours of work which go into it. Furthermore, once the curriculum has been written it is the responsibility of every teacher to make a conscientious effort to make it work. This revised composition and language curriculum is designed to meet a number of needs and if used correctly, should make the teaching of language skills more effective.

One of the needs we hope to meet is parent and community pressure to improve student writing. We recognize that often a parent or businessman will have a more objective view of a student's total growth in school than a teacher at any given grade level. Parent suggestions are reflected, therefore, in the curriculum.

Another need has been teacher's desire for a continuous, district-wide, K-12 program which allows a teacher not only to know what a student has learned in the past, but also what is expected in the present to prepare him for the future. This, of course, means that many teachers may need to revise what they have been doing, perhaps not teaching things which have been included at their grade level in the past and adding others which have not been included.

Many have felt that there must be a re-evaluation of the teaching of grammar skills. As a result of much discussion and research, the curriculum supports the principle that writing skills are most important, and grammar should be taught only as it encourages clearer written communication. To this end, we have attempted to relate grammar skills to the types of writing the students will do so that they can better transfer these skills from isolated drills to their writing.

The curriculum makes no attempt to dictate the methods to be used in teaching it although suggestions are occasionally given in the section following each grade level's list of skills; indeed, teachers are encouraged to use their own ingenuity, various available resources, and cooperation with other teachers to present a common core of skills. In other words, the curriculum is uniform, but the methods in presenting it will vary.

Some teachers may be disappointed that no textbook has been chosen. We reply that no textbook could be found which could adequately meet the needs of students and reflect the principles of the curriculum. It is better, then, to have no textbook than to encourage the use of one which will defeat the purposes of the curriculum.

The curriculum follows no commercial textbook, nor does it parallel the S.R.A. Language Arts Test given in May. Some skills listed at a specific grade level on the S.R.A., for example, are not taught until later. Children can be expected to do poorly on these items. The guides we have used are the New York English Language Arts curriculum and the input of teachers from each grade level.

A final recommendation to all English teachers is that we avoid assigning compositions under the mistaken notion that that is teaching writing. Writing is a skill, and while practice is important, we must not neglect the teaching of isolated skills or be satisfied with mediocre communication of good ideas.

We urge every teacher to make an honest effort not only to apply the mandates of the curriculum to his classroom situation, but to view the progress made at one grade level as only a part of a continuous learning experience. If one has questions about the curriculum, it is his professional obligation to ask about it; if he can offer constructive criticism for its improvment, his responsibility is to make it known in a way which encourages positive action. Only as we work together can we see progress in our students' writing and language skills.

HOW TO USE THE CURRICULUM GUIDE

Curriculum Mandates

Skills written into the curriculum are mandated as necessary for the continuity of a student's learning process. Teachers are free to add additional skills as they see fit, but they are not free to delete anything.

Competency and Honors Levels

It should be understood that students at the competency level are responsible for skills listed at the basic level as well as their own, and students at the honors level are also responsible for basic and competency skills.

Folders

Teachers may grade the three papers which go into the composition folders using the same marking procedures as they would on any other written assignment. It would be helpful, however, if the papers were dated. The checkmark on the folder should represent students' overall writing skills and not necessarily just the three papers in the folder.

Check-marks

Teachers are to evaluate students' overall writing ability by checking the appropriate box on the front of the composition folder. For students who do not meet basic requirements, write "below basic" in the basic block. Feel free to check on the line between two blocks for evaluations which seem to straddle the levels.

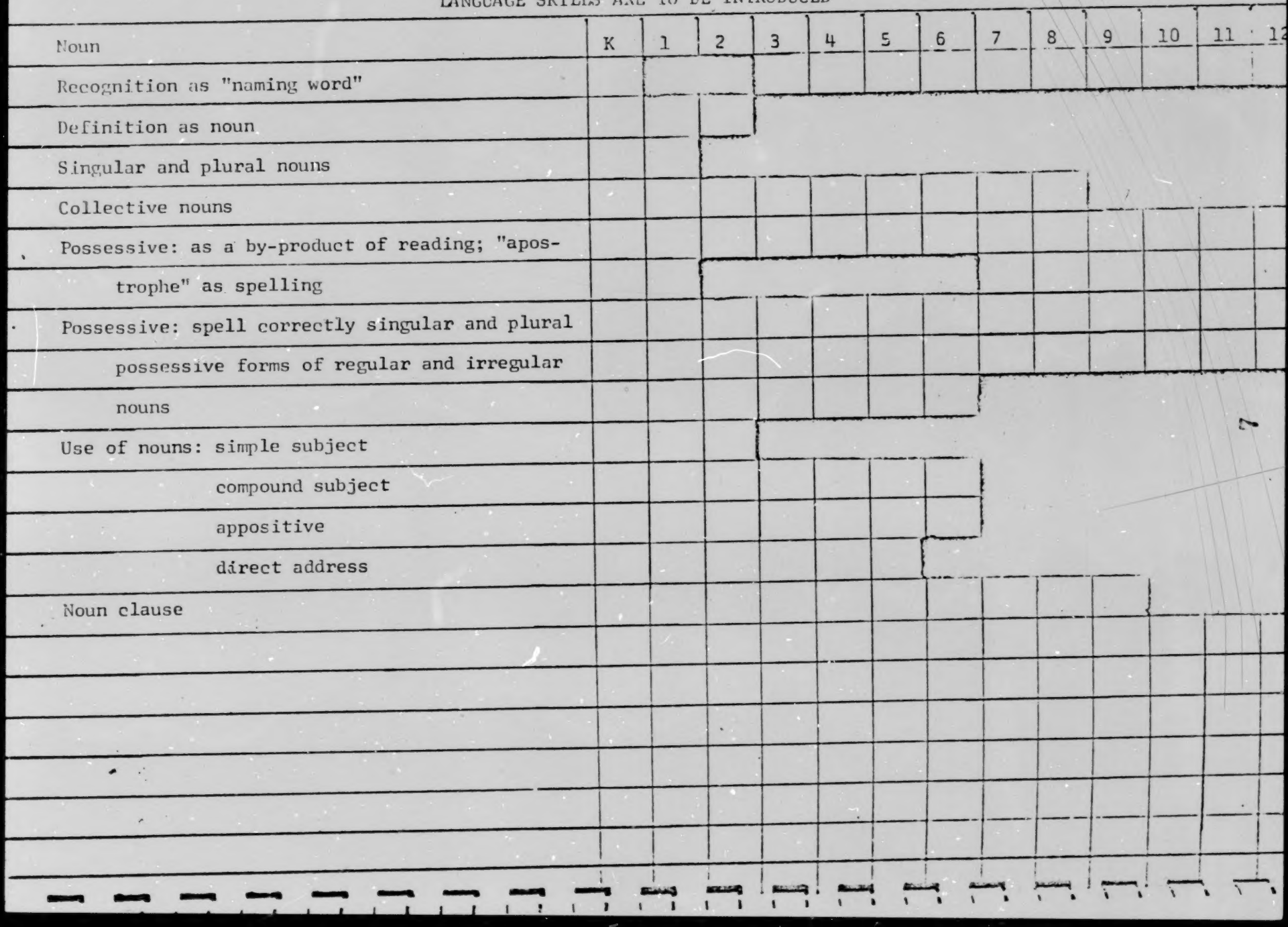
Several teachers have objected to "labeling" students as basic, competent, or honors. This is a regrettable misunderstanding of the committee's intent. First of all, the students are not being "labeled;" their writing skills are being evaluated in a way not unlike other skills in school using terms which are as nonjudgmental as possible while still being meaningful. Just as a doctor is obliged to attach a diagnostic term to a given set of symptoms, just so must a teacher use his professional judgment in determining what a student's strengths and weaknesses are and helping the next teacher by indicating a term which suggests

the appropriate ability level. Using this combination of a check-mark with a selection of representative writing samples is a satisfactory compromise between not knowing anything about a student's previous work and a tedious check-list of very specific skills, a method which would not necessarily reflect the quality of a student's actual writing anyway. Some have asked what the terms "basic," "competency," and "honors" mean. Does "competency" mean "average," for example? "Competency" meand the ability to perform at a level commensurate with what the evaluation guide calls "competency." "Average," "below average," and "above average" are not useful terms.

Spelling

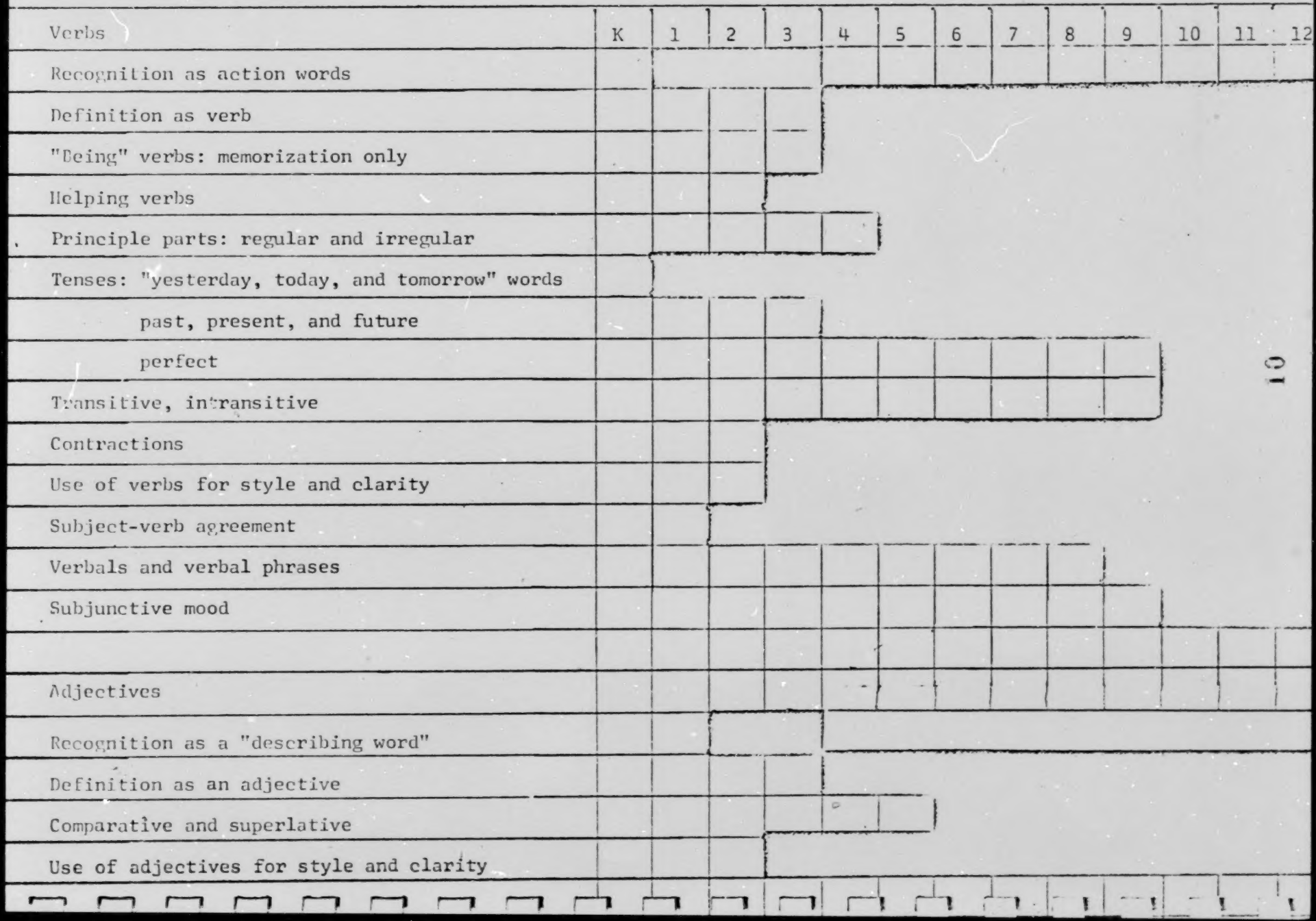
The spelling lists attached to each grade level are taken from the Dolch List of basic sight words. Since every elementary teacher is familiar with this list, it should not be necessary for them to continually look back for guidance. In the evaluation guide, the commonly used words refer once again to these basic sight words.

BAR GRAPH SHOWING WHEN
LANGUAGE SKILLS ARE TO BE INTRODUCED



Adjectives (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
Adjective phrase													
Adjective clause													
Adverbs													
Definition													
Comparative and superlative													
Usage (especially double negative)													
Adverbial clause													
Preposition													
Definition													
Prepositional phrases													
Conjunction													
Recognition as a joining word													
Definition													
Coordinate													
Interjection													
Definition													
[illegible]													

Pronouns	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognition of words that take the place of nouns													
Definition as pronoun													
Number (singular and plural pronouns)													
Usage: subject pronouns													
object pronouns													
possessive pronouns													
agreement with verb													
agreement with antecedent													
use of pronouns for style (variety and coherence)													
demonstrative: use in agreement													
indefinite: use in agreement													
relative													
compound subject													
compound object of prepostion													
subordinate clauses													


Verbs
K
1
2
3
4
5
6
7
8
9
10
11
12
Recognition as action words
Definition as verb
"Being" verbs: memorization only
Helping verbs
Principle parts: regular and irregular
Tenses: "yesterday, today, and tomorrow" words
past, present, and future
perfect
Transitive, intransitive
Contractions
Use of verbs for style and clarity
Subject-verb agreement
Verbals and verbal phrases
Subjunctive mood
Adjectives
Recognition as a "describing word"
Definition as an adjective
Comparative and superlative
Use of adjectives for style and clarity

KINDERGARTEN/PRE FIRST

1. The child will expand his vocabulary through these skills:

   a) The child can name and recognize his 8 basic colors.
   b) The child can name and recognize shapes. (Refer to SAPA Science)
   c) The child can orally use directional words. (Refer to Reading Guide)
   d) The child can follow one direction.

2. The child will communicate in the classroom through these objectives:

   a) The child can contribute to an experience chart.
   b) The child can share experiences with his classmates. (e.g. Show and Tell)
   c) The child can finish an open-ended sentence or story. (Refer to Do So Kit or Peabody Kit)
   d) The child can role play a story or poem.
   e) The child can orally put a story in sequence.
   f) The child can orally react to given pictures.
   g) The child can orally classify pictures.
   h) The child can socially get along with his peers.
   i) The child can react to different moods of music. (Happy-Sad)

3. The child will develop a good attitude toward reading by the following activities:

   a) The child enjoys having stories read to him.
   b) The child enjoys having stories told to him.
   c) The child can repeat a story he has heard.
   d) The child can recite Nursery Rhymes.
   e) The child can recite a poem.
   f) The child can recite a finger play.
   g) The child can sing a song.

4. The child can say and recognize his ABC's in sequence.

   a) The child will recognize upper and lower case letters.

5. The child can write his name.

   a) The child will try to use capital letters in the appropriate places.

FIRST GRADE

BASIC

1. The child can orally give his own address
2. The child can orally give simple antonyms
3. The child can orally supply one missing word in a sentence
4. The child can orally substitute these pronouns for nouns (I, he, she)
5. The child can orally supply missing descriptive words for a sentence
6. The child can cut and arrange words in order to make a sentence (June)
7. The child can copy sentences from the board
8. The child can write (manuscript) in random order ABC's in capital or lower case
9. The child can identify color words
10. The child can write his name correctly

COMPETENCY

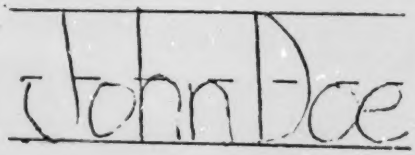
1. The child will be able to orally give his address
2. The child can orally give lists of naming words and action words
3. The child can add words to expand a sentence
4. The child can follow two or three directions given at one time
5. The child can put words in a scrambled order into a sentence (3 words) Nov.
6. The child can put four given words in ABC order
7. The child can identify synonyms
8. The child can identify antonyms
9. The child can identify the number words
10. The child will be able to identify yesterday, today and tomorrow words
11. The child can substitute pronouns for nouns (I, he, she, we, they, it)
12. The child can capitalize the first letters of his name
13. The child will capitalize the first word in a sentence
14. The child will capitalize the word "I"
15. The child will capitalize the days of the week
16. The child can recognize, make and divide compound words

HONORS

1. The child can recognize 8 basic color words (red, yellow, blue, green, black, orange, purple, brown
2. The child can put eight given words in ABC order
3. The child can use phrases to arrange words to make sentences (6 words)
4. The child can identify and make contractions- can't, didn't, I'm, don't, it's
5. The child can use 3r person singular agreement (I sing, he sings.)
6. The child can use these abbreviations (Mr. , Mrs. , Ms. and word Miss)
7. The child can use homonyms (two, to, too) (hear, here)
8. The child will be able to write his address
9. The child can write two complete sentences

FIRST GRADE

BASIC	COMPETENCY	HONORS
	17. The child will capitalize the months of the year	
	18. The child can recognize a complete sentence	
	19. The child can distinguish between telling and asking sentences	
	20. The child will put a telling period at the end of a centence	
	21. The child will put a question mark at the end of an asking sentence	
	22. The child can identify an invitation and a thank you letter	
	23. The child can write one complete sentence	

BASIC	COMPETENCY	HONORS
1.	1.	1. Use word cards made from oak tag
2. day night boy girl	2. Naming words- dog, tree Action Wds- run, hop	2. 3 didn't 7 stop 4 Friday 6 long 1 any 5 great 2 better 8 that
3. The tree is _____.	3. The big school is near us.	3. runs the on the tra train The train runs on the track.
4. Mary is happy. She is happy.	4. Use word tag cards made from oak tags	4. Can not - can't
5. The red ball is in the house.	5. See bottom No. 3 house big is A A house is big.	5. Mary runs home.
6. dog brown is The The dog is brown	6. see, fun, cat, look 1. cat 2. fun 3. look 4. see	6. Mr. Brown rides in a truck.
7. The boy can run home.	7. big - large pretty - beautiful	7. I hear you. Here is your book. John has two books. He has too many crayons. I went to the barn.
8. 1. d, 2. a, 3. s, 4. f	8. good - bad happy - sad	8. 19 East Street, Batavia, New York, 14020
9. Supply written word on oak tag cards	9. six - 6	9. ex: I have three big dolls. They have pretty clothes.
10. 	10. played, play, will play	
	11. Mary and Tom went to the playground. They went to the playground.	
	12. Dick Brown	
	13. We are in the house.	
	14. I can see Mother.	
	15. Monday Wednesday Friday	
	16. fire man fire man	
	17. January April	
	18. ex: The boy went to school (or) The funny boy.	
	19. Is he home? I went nome.	
	20. My dog is brown.	

BASIC	COMPETENCY	HONORS
	21. Did you see the train? 22. Supply child with examples 23. The snowman is big.	

SECOND GRADE

BASIC	COMPETENCY	HONORS
THESE SKILLS FROM COMPETENCY GROUP IN FIRST GRADE 1-24	1. The child can match opposites 2. The child can use his spelling dictionary to find a word following a given word 3. The child can use his spelling dictionary or the Picture Dictionary to find the correct spelling of a word 4. The child can put words in ABC order using the second letter (ex: bed, bat) 5. The child can classify words into 1 or 2 syllable 6. The child can use A or An in the correct way 7. The child can spell simple color words- red, yellow, blue, green, orange, black, purple, brown 8. The child can distinguish between these homonyms.: there their sale sail meat meet sun son cent sent to two too dear deer here hear blue blew for four see sea eight ate road rode be bee 9. The child will capitalize the following holidays: Veteran's Day Halloween Christmas Flag Day Thanksgiving Easter Valentine's Day Memorial Day St. Patrick's Day 10. The child should be able to make plural words Ex: cats babies churches foxes brushes	1. The child can write the opposite word from memory 2. The child can clas - sify words into 3 & 4 syllables 3. The child can find th root word from a given word 4. The child can add the correct ending to a word to complete the sentence 5. The child can write t last line to a rhyme (Don't teach mechan- ics of poetry) 6. The child can write 6 sentences in para- graph form 7. The child can write thank you letters and invitations (4 sen- tences)

SECOND GRADE

BASIC	COMPETENCY	HONORS
	11. The child can supply a rhyming word at the end of a two line rhyme	
	12. The child can under - stand that the apos- trophe shows ownership	
	13. The child can unscram- ble words and put them into a sentence. Capit- als and periods will be placed in the correct place	
	14. The child will supply the proper form of naming words in the sentence	
	15. The child will supply the proper form of action word in the sen- tence	
	16. The child can use the period, question mark and exclamation mark in given sentences	
	17. The child will use the exclamation mark correctly in a given sentence	
	18. The child can change a telling statement to an asking statement	
	19. The child can join two naming words or action words into a compound sentence	
	20. The child can write 4 complete sentences in paragraph form	
	21. The child can make abbreviations (Mr. , Mrs., Ms., Dr., N.Y., St., Ave.) Discourage abbreviations in Street, Avenue, Drive and Park- way	

SECOND GRADE

BASIC	COMPETENCY	HONORS
	22. The child can indent the first sentence of a letter 23. Letters: The child can use the correct form when writing an invitation or thank you note (2 sent) 24. The child will be able to capitalize the words in his address and write it	

SECOND GRADE EXAMPLES

BASIC	COMPETENCY	HONORS
REFER TO FIRST GRADE SECTION	1. Supply lists of opposites: up — before in — down after — out 4. (bed, bad, bug) 5. Supply lists of words of one and two syllables for grouping cat funny car happy 6. _____ elephant is big. (A, An) _____ zebra is striped. (A, An) 12. ex: The big black cat sat on the _____. 14. black car The is The car is black. 15. The _____ are broken. (toy, toys) 16. The dog _____ food. (like, likes) 17. I like you. What is your name? Oh, look at the dog! (Supply punctuation in given sentences.) 18. Supply different types of sentences. Children will choose those requiring an exclamation mark. 19. John is a baby. Is John a baby?	1. day_____ ans: night 2. ex: 3 - yesterday 4 - dictionary 3. [ask] ed [hop] ped [name] d 4. The children are (play in the snow. 5. The big black cat.

BASIC	COMPETENCY	HONORS
	20. Have a child perform an action. Have each child write a sentence to describe the action. e.g. John walked to the door. Have another do the same action. Write the sentence. e.g. Mary walked to the door. Supply card with the word and lead them to the following answer John and Mary walked to the door.	
	21. _____	
	23. Refer to (25)	
	24. FORMAT June 21,1974 Dear Mary, Your friend, Sue	
	25. John Doe 20 Main St. Batavia, N.Y., 14020	

SECOND GRADE SPELLING LIST

*a	*it
*and	jump
away	little
baby	*look
bed	make
*big	*me
blue	my
book	not
boy	one
*can	play
car	*red
come	*run
dog	said
down	*see
find	the
for	three
funny	to
*go	two
help	*up
here	*we
*I	where
*in	yellow
*is	you

C	B	A
Only words with an asterisk	80% Mastery of this list	95% mastery of this list 75% Mastery of third grade list

THIRD GRADE

BASIC	COMPETENCY	HONORS
1. The child can use the word noun.	1. The child can use the word noun in place of phrase naming word	1. The child can alphabetize to the 4th letter
2. The child can match opposites	2. The child can use the word pronoun and identify more common ones	2. The child can capitalize the title of a story
3. The child can use A or An in the correct way	3. The child can find the meaning of a word in the dictionary	3. The child can refine his paragraph to include: a) good topic sentence b) good concluding sentence c) simple and compound sentences d) indentation e) descriptive words, adjectives & adverbs (use only) f) capitals at beginnin of sentences and nam g) correct ending punctuation h) sentences that tell how, when and where i) a topic sentence
4. The child can alphabetize to the 2nd letter	4. The child can alphabetize to the 3rd letter	
5. The child can form plurals for cats, churches, brushes, foxes	5. The child can form the plurals of dress, leaf, tooth, and other similar forms	
6. The child can find the root word and change to ed form when root word is given	6. The child can usually form the most common contractions	
7. The child can clap out 2 syllzble words	7. A child can recognize when certain language is appropriate or inappropriate for a situation. This concept needs to be handled carefully. Inappropriate means the language is out-of-place in a given situation; it should not be flatly labeled "wrong." This distinction applies more clearly to written than to spoken English	
8. The child will capitalize holidays.	8. The child can recognize imperative sentences (not term) and punctuate them.	
9. The child can supply a rhyming word at the end of a two line rhyme	9. The child can recognize the difference between a whole sentence and a fragment	
10. The child can use his spelling dictionary or the Picture Dict. to find correct spelling of a wd.	10. The child can use join words when writing sentences e.g. and, because	
11. The child can use his spelling dictionary to find a word following a given word		
12. Child can unscramble words and put them into a sent. Capitals & periods will be placed in correct place		
13. The child can use the period, question mark & exclamation mark in a given sentence		
14. The child can make abbreviations (Mr., Mrs Ms., Dr., N.Y.,)		

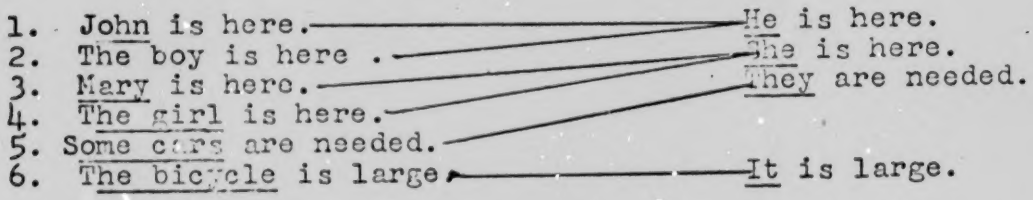
THIRD GRADE

BASIC	COMPETENCY	HONORS
15. The child can join 2 naming words or action words into a compound sentence 16. The child can change a telling statement to an asking statement 17. The child can write 2 complete thoughts with correct capitals & punctuation 18. A student will be able to write a paragraph of approximately 25 words. Although the paragraph may not be grammatically or structurally correct, it should be coherent in that all the information is relevant to the topic 19. Letters: The child can copy the correct form when writing an invitation or thank you note (2 sent.)	11. The child can use time signals words when writing sentences. e.g. later, now, then, next, first second, last 12. The child can recognize and use context definition 13. The child can give the main idea of his paragraph 14. The child can give the supporting ideas to the main idea 15. The child can recognize cause and effect and use it in writing sentences 16. The child can recognize classification as a method of organization (lists) and be able to organize via similar characteristics 17. The child can recognize similarities and differences 18. The child can draw conclusions and support an understanding (organize by induction and deduction) 19. The child can recognize and use tone e.g. I like, I dislike 20. The child will write 2 paragraphs per semester 21. A student will be able to write a paragraph of four complete sentences which shall be coherent	

BASIC	COMPETENCY	HONORS
	22. The child can use the comma correctly in a) address b) greeting c) closing d) yes and no at beginning of sentence Don't use comma as catching a breath 23. The child can correctly address an envelope	
THE CHILD WILL WRITE 6 PARAGRAPHS THIS YEAR.		

2. Pronoun

A. Write several sentences with the noun underlined. Have the children match these with the correct sentence that uses a pronoun instead of a noun.


1. John is here.
2. The boy is here .
3. Mary is here.
4. The girl is here.
5. Some cars are needed.
6. The bicycle is large.
He is here.
She is here.
They are needed.
It is large.

B. List sentences with the noun underlined. Have children substitute pronouns.

I, you, we, he, she, it

1. Mr. Hopkins likes ice cream.
2. That house is red.
3. Fred and Sam are swimming.
4. Mary and I ate pumpkin pie.

7. Use examples of commands and request
e.g. Stop that noise.
Please close the door.

8. Avoiding sentence fragments
Use a tape recorder and have two children record a simple conversation. Replay and point out incomplete sentences. Stress this is proper in speaking but not in written language. Ref. Scott Foresman 3rd p. 67

9. Joining Words

Above a short paragraph, list linking expressions such as: finally, as a result. Have the children rewrite the paragraph using appropriate connectors.

Example:
Jane wanted to make a cake. Her mother helped her. They followed the directions carefully. The cake tasted good.

Jane wanted to make a cake. Her mother helped her. They followed the directions carefully. As a result, the cake tasted good.

Lead the children to understand how these linking expressions help the sentences "stick together."

10. Time Order and Chronological Order
Understand and Organize by time
Use time signals

Review a familiar story with the children. List on the chalkboard, in sentence form, incidents from the story as they are mentioned by the children. Then, write time signals such as first, next, later and finally on oaktag cards. Have the children match the cards to the list of events. Lead them to understand how the time signals help us to understand the story.

After a heavy snowfall have the children discuss how a snowman can be made. Have them list the steps. Review each child's list and have him number the steps in the correct order. Then have the children write paragraphs using time signals, such as: later, now, then, next, first, second, last.

Write events in chronological order

Read to the children a particularly vivid story which is developed chronologically. Write the title on the chalkboard. Then assist the children in listing the specific events of the story in the order in which they took place.

Show a picture such as a child being left behind by the school bus. Discuss the picture by asking questions: What has happened? Why do you think he missed the bus? Help the children select and arrange the ideas in chronological order. Younger children might write the story as an experience chart.

In the middle of a sheet of paper, have the children write a sentence such as:
The toy soldiers began to march toward the block castle. Have the children write two or three sentences which tell what happened after the given sentence. Ask the children to write a one-sentence title for their stories. Now have the children write their stories in paragraph form using connectors and time signals.

Display or project a set of pictures showing the metamorphosis of a butterfly or seasonal changes in the leaves of trees. Next, help the group develop a one sentence caption for the set of pictures. Then have the children write three-to-five sentence paragraphs describing the sequence of change.

Tell, or have a child tell, the class a story which leads up to but does not include an ending. Tape the story as it is being told. Then have the children suggest endings for the story. Write their suggestions on the chalkboard. Play the tape recording and have the children listen for specific causes in the story which lead to a particular result. Have them decide which of the suggested endings would therefore be best. Tape this ending onto the story.

Show a sequence of pictures depicting morning, afternoon, and evening scenes. Have children arrange them in time order.

11. UNDERSTAND AND USE DEFINITION
Recognize and use context definition

Write on the chalkboard sentences containing context definitions, such as:

There were many books in the library.
The blacksmith was hard at work making horseshoes.
The horse trotted alongside the moving car.

Ask the children if they can tell what the underlined word in each sentence means. Lead them to recognize that we can tell what these words mean because of the other information in the sentence.

12, 13. Main idea & Supporting ideas

Write a topic sentence such as the following on the chalkboard:

Dogs make good pets.

Discuss the statement with the children. Then have them draw pictures which exemplify this sentence. Help the children to decide which of the pictures relate to the main idea.

Give children a list of sentences, such as:

My favorite food is ice cream.
I like ice cream on pie.
I like cherry ice cream the best.
Next week we are going on a picnic.
My brother lost his ice cream cone.
On Saturday I can't wait for the ice cream man.

Have the children select from the list, only those sentences which they would put in a paragraph entitled "My Favorite Food." Next, have the children write the title and use the selected sentences to write a paragraph. Project samples on a screen, or provide duplicate samples. Lead the children to understand the skill of writing about one main idea.

Provide the children with paragraphs containing one or two sentences which are unrelated to the main idea. Have the children cross out the unrelated sentences. Have them discuss their reasons for eliminating these sentences.

14. CAUSE & EFFECT

Provide the children with unordered sentences, such as:
The snow was very deep.
The car got stuck.
The snowplow had not yet cleared our street.
Father drove the car out of the driveway.
Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write the paragraph using appropriate connectors.

Provide pairs of pictures which show before and after, or cause-and-effect themes, such as:
A picture of a child standing near a puddle; a picture of a second child splashed with muddy water.
Then have the children match the cause picture with the effect picture. Assist the children to write sentences which explain what might have happened between the first and last pictures.

After the children have read and discussed a story which has a cause- and- effect pattern, ask them to think of a time when they, like the main character in the story, felt happy, excited, or afraid. Have them write at the bottom of their paper a sentence telling how they felt. Then ask them to list above it the events which caused this feeling and explain why they felt as they did. Have them write a paragraph using this list and final sentence.

Write a list of titles such as the following on the chalkboard:
The Tree Died
The Subways Stopped Running
The River Overflowed
Have the children write paragraphs explaining the cause of these events.

16. UNDERSTAND AND ORGANIZE BY COMPARISON AND CONTRAST
Recognize similarities and differences

Read two poems, one about summer and the other about winter. Discuss the differences between summer and winter. Have the children find pictures of these seasons and point out the similarities and differences. Lead the children to compare sentences which illustrate these similarities and differences. Write their sentences on chart paper and post them on the bulletin board with the pictures.

On the chalkboard list in two columns the children's reactions to questions such as:

What do you do on sunny days?
What do you do on rainy days?

Then have the children decide on a topic sentence and write a paragraph using two or three details from each column.

Have the children select two subjects which are similar, such as: a lighted candle and an electric bulb. Lead the children to see such differences as material, output and source of light. Then have the children suggest such similarities as appearance and function. Finally, have the children write paragraphs following these general directions.

Decide upon a specific topic
Begin the paragraph with a sentence that tells how the two subjects are alike or different
Write two or three sentences about each subject
Decide on a title

17. ORGANIZE BY INDUCTION AND DEDUCTION
Draw Conclusions

Have one child tell about his favorite television character without mentioning the character's name. Lead them to understand how they were able to guess the name by thinking of all the details. If a character is not identified, ask the children why they could not guess the name. Lead them to understand that a lack of details means that there is not enough information to make it possible to discover the name.

Have the children write or say riddles for which other children write one-word titles. After the children have written their riddles, duplicate samples and distribute them. Assist the children to find titles. Lead them to understand how the title is a word which stands for all of the details in the riddle.

Have each child show a picture of something which he feels another child would like to own. Have the children pretend that they are going to sell the object in the picture to someone in the class.

Have the children list the details which are important because they might make other children want to buy the object. Then have the children write a paragraph following these general directions.

Begin with one sentence which tells what the object is.
Write sentences using the list of details.
Write a last sentence which suggests why another child would like to own the object.

THIRD GRADE - SAMPLE ACTIVITIES (CONT'D)

Support an understanding

Write on the chalkboard a very general statement of a topic, such as:

There are many interesting things around us.

Lead the children in listing the interesting things they see around them.

Examples:

Freight trains
Bats

Then have the children choose one subject. Elicit phrases suggesting specific qualities of the subject and write these on the chalkboard.

Example:

Freight trains:
- Contents of the cars
- Destinations
- Colors and shapes of cars
- Railroads represented

Help children to understand that the topic is general, the subjects are less general, and the qualities of each subject are specific. Finally, have each child choose a subject, list some of its qualities, and write a paragraph following these general directions

Begin with a statement of the topic.
Indicate the subject.
Use details to describe the subject.

18. RECOGNIZE TONE

Recognize relationship between word choice and attitude

Display two pictures of such things as spinach and ice cream. Ask children to supply words which express their attitudes toward each thing.

Example:

Spinach	Ice Cream
hate it	like it
avoid it	hunt for it
slimy	creamy
sour	sweet

Help the children to understand how the choice of words can reveal one's attitude towards the subject.

22. COMMA

A. Use correct form in address, greeting, and closing of letter.

B. After yes or no

Divide class into pairs. Have one child ask a question. Second child gives a yes or no answer at beginning of his answer.

e.g. Do you have a dog?
Yes, I have a dog.

Write several answers on board pointing out comma after yes or no when it comes at beginning of sentence.

THIRD GRADE SPELLING LIST

all	like
*am	man
are	mother
*at	must
ate	name
back	new
*be	*no
black	now
brother	*on
brown	other
but	our
came	out
daddy	played
day	please
did	pretty
*do	*ran
eat	ride
ever	saw
father	say
*four	she
*get	small
good	*so
have	soon
*he	that
home	there
into	town
jumped	work
last	*yes

C	B	A
80% Mastery of second grade list Words on this list with an	80% Mastery of this list	95% Mastery of this list 75% Mastery of fourth grade list

FOURTH GRADE COMPETENCY

BASIC		HONORS
1. The child can substitute noun for naming word.	1. The child can define a verb and memorize the following verbs of being am, is, are, was, and were	1. The child can use adjectives and adverbs in sentences.
2. The child can substitute verb for action word	2. The child can identify the adjective in a sentence. (Avoid predicate adjective)	2. The child can use the encyclopedia to find information
3. The child will know these verbs of being (is, are, was, were)	3. The child can identify the complete subject and complete predicate.	3. The child can report in writing information he found in the encyclopedia (avoid copying from encyclopedia)
4. The child can use these helping words (have, has, had)	4. The child can use object pronouns. Avoid compound objects	4. The child could write a Biography (Social Studies)
5. The child can identify past, present and future tense	5. The child can use the terms past, present and future. He can identify tense forms.	5. The child can proofread a paragraph
6. The child can use a simplified dictionary	6. The child can form irregular plurals	
7. The child can usually capitalize the months of the year, states and continents	7. The child will use his heading in the upper right hand corner of his paper	
8. The child can form the plurals of dress, leaf tooth, and other similar forms.	8. The child can use the comma correctly in a series using one less comma than the number of items	
9. The child will be aware of the difference in standard and non-standard speech (avoid saying one is right and one is wrong)	9. The child can identify run-on sentences	
10. The child can distinguish between sentence fragments and complete sentences	10. The child can begin a sentence with a capital	
11. The child can recognize paragraphing skills	11. The child can use the correct mark of punctuation at the end of a sentence	

BASIC	COMPETENCY	HONORS
12. The child can write a thank you note and an invitation	12. The child can use a comma after an introductory word	
13. (Cont'd) a) main idea b) supporting ideas c) linking expressions (transitional words) d) time signals e) chronological order f) cause and effect g) classification h) understand and use definition i) comparison j) induction and deduction k) tone See English Language Arts (1969) p. 48	13. The student will make the transition from "out-of-place" to appropriate or inappropriate	
	14. The child can join two sentences into a compound sentence	
	15. The child can write a title for his paragraph	
	16. The child will incorporate a topic sentence in his paragraph	
	17. The child can organize the sentences of a paragraph by order of importance when given sentences	
	18. The child will write out numbers from 1-100 in his paragraphs	
	19. The child can write a logical ending to his paragraph. Do not accept (The End)	

EACH CHILD WILL BE EXPECTED TO WRITE A MINIMUM OF 6 PARAGRAPHS THIS YEAR.

BASIC	COMPETENCY	HONORS
SEE THIRD GRADE COMPETENCY GROUP FOR EXAMPLES OF THESE SKILLS	2. ex: The funny dog went home. funny - adjective 3. ex: The red book is on the shelf. 4. ex: Dan wouldn't help me with the assignment. 6. woman women foot feet 7. James Smith English April 15,1974 8. ex: Mother gave me a sandwich, a peach, and a glass of milk for lunch. A comma is used after each word in a series. 9. Ex: The red apple fell from the tree and the boy picked it up on his way home and ate it on the way home and his mother yelled at him. 10. ex: Your dogs are in the pen. 11. ex: Is the man in the garage? 12. ex: Oh, I am going to the store, - Minor interjections or words like yes and no are set off by commas 13. ex: The little girl fell off her bicycle. Her mother came outside to help her.	

BASIC	COMPETENCY	HONORS
	13. (cont'd) ex: The little girl fell off her bicycle, and her mother came outside to help her.	
	14. English Lang. Arts Comp 1969 p. 51	
	15. English Lang. Arts 1969 Composition p. 47	
	16. English Lang. Arts Composition 1969 p.56	
	17. Ex: twenty-five	
	18. English Lang. Arts Comp 1969 p. 51	

FOURTH GRADE SPELLING LIST

after	know	school
again	*let	send
along	*letter	side
also	*likes	some
another	live	stay
asked	*looked	stop
Christmas	may	store
comes	*men	sunday
children	*Miss	take
could	*Mr.	thank
dear	*Mrs.	them
every	named	then
from	once	think
*girl	*or	told
*going	over	*took
grade	party	*toys
happy	plays	*tree
hear	put	walk
how	round	were
*just	running	when

C	B	A
80% Mastery of 3rd grade list 15 words with asterisk	80% Mastery of this list	90% Mastery 75 % Mastery 5th grade list

BASIC	COMPETENCY	HONORS
1. The child can usually identify adjectives	1. The child can identify adverbs. Avoid using double negatives	1. The child can identi: nouns, verbs, adjectives, adverbs, and pronouns
2. The child can alphabetize correctly to the third letter of a word	2. The child can use possessive pronouns correctly in sentences (his, my, her, their, its)	2. The child can use the correct form of irre; lar verbs in his writ work
3. The child can use a comma after the additional introductory words oh and well	3. The child can punctuate simple direct quotations correctly.	3. The child is expandin his vocabulary
5. The child can form the plural of most irregular words	4. The child can give the principal parts of the following irregular verbs a) wear, ride, eat, sing, go, leave, give, see, do, come, take, write, bring, buy, teach, catch, begin, run, drink, ring, grow, know, throw, blow, fly.	4. The child can use the encyclopedia effectiv ly
6. The child can write the proper heading in the upper right hand corner of his paper comprised of name, subject and date		5. The child can underli the title of a book
7. The child can usually identify the complete subject and the complete predicate	5. The child can use figurative language and can identify a metaphor, a simile, and personification.	6. The child can correct capitalize the title a book
8. The child can usually correct run-on sentences		7. The child can compose limericks
9. The child can use simple compound sentences	6. The child has made the transition to the words declarative, interrogative, exclamatory and imperative	8. The child can write Haikus.
10. The child knows that he is to write the numbers one to one hundred in words in his paragraphs, not necessarily spelling them correctly	7. The child can use the following skills in his composition work: a) write expository paragraphs b) understands paragraphing c) can distinguish between fact and opinion in his written work	9. The child can write two or more paragraph with transition
11. The child can understand the concept of a topic sentence		10. The child can proofread with some efficiency
		11. The child can use idiomatic expression in his writings. "keep one's word"

BASIC	COMPETENCY	HONORS
12. The child can use a title in his creative writing		
13. The child can write the following kinds of paragraphs a) narration b) description c) expository		
14. The child will usually have a simple logical ending to his paragraphs		

EACH CHILD WILL BE EXPECTED TO WRITE A MINUM OF 6 PARAGRAPHS DURING THE SCHOOL YEAR.

BASIC LEVEL - SEE FOURTH GRADE COMPETENCY LEVEL
COMPETENCY LEVEL:

1. The pupil learns to:

Identify adverbs

by position

Write a number of adverbs, such as slowly, on small cards. Ask each child to pick a card and then to write a sentence on the chalkboard using the word picked. Have the word which was on the card underlined. Through discussion, elicit from the children the similarity of the underlined words and their position in the sentences.

Example:

The boy walked slowly.
The dog barked loudly.

If a child has used his adverb to modify an adjective, discuss this positioning with the group. Help them to recognize that in this position it elucidates the adjective and not the verb or noun in the sentence.

Example:

The happily smiling boy went home.

by meaning

Write on the chalkboard a word which may be used as either an adjective or adverb, such as straight. Ask the children to write a number of different sentences using this word. Have various of these written on the chalkboard. Examine these sentences with the group, helping them to recognize that the word is identified as an adjective or adverb according to how it is used.

Example:
Adverbial use.

He walked very straight.
The trail led straight to the treasure.

Adjectival use.

Her hair was very straight.
The children walked in a straight line.

Write a story for the children calling upon various individuals for nouns, verbs, adjectives, and adverbs without giving an indication of how the story is progressing. Read the story to the group and enjoy its nonsense with them.

3. Instruct class that the exact word of any speaker must be set off from the rest of the sentence by using quotation marks. They should also be told that a new speaker is recognized by beginning a new paragraph. Sentences should be kept very simple. Do not go into divided quotations at this level. Also note internal punctuation.

John said, "I don't like school very well."
Mary said, "Some days it isn't too bad."

4. Ex:

Present	Past	Past Time with Helper
wear	wore	have, has, had, worn

5. Most children use and have heard figurative language. Examples of metaphors and similes can be elicited from group and some shown on board. Children can see that similes always begin with As or like.

Ex:
1. Your teeth are little pearls. metaphor
2. My dad's car is a dream. metaphor
3. That girl moves like a turtle. simile
4. Why are your hands as cold as ice? simile

To teach personification, one might show a picture of several objects for children to personify. The class could orally tell what the objects might say to one another. Perhaps a conversation could be written on the board. The objective is for children to understand that when objects or animals talk or act like a person, it is called personification.

8. a) Ask the children to choose a country or geographical area they have studied and to list facts about that region. Then have them write a paragraph or paper choosing from their list of facts those details which will convince the reader that this would or would not be a good place to live.

b) Have students compare different accounts of the same thing, such as an automobile wreck, one from a point of view, another a factual account.

c) Write how to make or do something that you know how to make or do quite well.

d) You are expected to support your opinion with specific information in serious writing. Opinion should be supported by factual concrete evidence. Have children develop a paragraph on one of the following:

1. English is a difficult language to learn.
2. Air pollution is a serious problem
3. Smoking is bad for your health
4. The basketball team is terrific this year

e) Other expository paragraphs could be:

1. What did you think of last night's TV program?
2. How was the game?

FIFTH GRADE SPELLING LIST

always	goes	these
*animals	hear	thing
around	I'll	things
aunt	I'm	those
*balloon	knew	time
*because	*lots	train
*before	*money	*upon
both	more	use
*buy	next	*very
*can't	*outside	wanted
city	right	*wash
coming	Santa Claus	water
does	Saturday	way
door	should	week
each	*sleep	which
few	something	why
find	*teacher	wish
first	than	would
*found	Thanksgiving	*write
fur	their	your

C	B	A
80% Mastery of fourth grade list Words on this list with an asterisk	80% Mastery of this list	90% Mastery of this list 75% Mastery of fourth grade list

SIXTH GRADE

BASIC	COMPETENCY	HONORS
1. The child can arrange words in simple ABC order.	1. The child can identify the simple subject and the simple predicate in a sentence and distinguish from complete predicate	1. The child can identif nouns, pronouns, verb adjectives, adverbs and prepositions most of the time
2. The child can use correctly the irregular verbs ride, write, give and catch.	2. The child can make the subject and the verb agree in the following situations: a) when subject is an indefinite pronoun b) when subject is compound c) when sentence is a question	2. The child can use correct capitalizatio
3. The child usually can make the subject agree with the verb	3. The child can identify prepositional phrases	3. The child can make th subject and the verb agree a) when the subject follows the verb b) when the sentence begins with here or there c) when the prepositiona phrase comes between the subject and the verb
4. In drill situations, the child can use plurals correctly 65% of the time	4. The child can correctly use pronouns as compound objects	4. The child can use a lot correctly and begins to see that other words may be more exact
5. The child can capitalize correctly 65% of the time	5. The child can punctuate divided quotations	
6. With the exception of quotations, the child can punctuate accurately 65% of the time	6. The child can convert a direct quotation to an indirect quotation by using that, if or whether	5. The child will use these additional skills in writing compositions: a) good topic sentences b) good concluding sentences c) internal organization d) indentation e) sentence expansion f) using the correct principal part of irregular verbs g) paragraphing h) more refinement in proof reading
7. The child can usually recognize sentence fragments and run-on sentences in drill.	7. The child can identify the past participles	
8. Under controlled situations the child can meet the following standards in composition writing: a) use beginning capitalization in a sentence b) use correct ending punctuation c) use modifiers in a sentence d) express a complete thought e) follow a prescribed layout of the teacher	8. The child can use the comparative and superlative degrees of adjectives	
	9. The child can identify 1st, 2nd and 3rd persons	

BASIC	COMPETENCY	HONORS
	10. The child can name the principal parts of the following verbs and use them correctly in isolated drill: learn, teach, sink, see, break, begin, knew, come, swim, threw, fly, bring, take, ride, lie, lay, rise, raise, let, leave, set, sit, go, hide, choose, rang, ran, do, and burst	1. a) Were my dog and cat fed today? b) There were sixty sail boats in the race. c) The box of candy bars is on the table.
	11. The child can punctuate a noun of direct address correctly	
	12. The child can correctly form the plurals of musical terms	
	13. The child can identify the antecedent of the pronoun	
	14. The child can distinguish when to use capitals with the words north, south, east, and west	
	15. The child can use these additional skills in composition writing: a) more refined paragraphing b) correct use of linking words for transition c) proofreading	

AT THE SIXTH GRADE LEVEL EACH CHILD WILL WRITE A MINIMUM OF EIGHT PARAGRAPHS DURING THE SCHOOL YEAR

SIXTH GRADE EXAMPLES

BASIC	COMPETENCY	HONORS
	7. By this grade, the transition should be made to the term past participle rather than past time with a helper. Participles are not introduced, only the term for the 3rd principle part. Present: ran — Past: run — Past Participle: run	
	9. Ex: Positive: slow, beautiful — Comparative: slower, more beautiful — Superlative: slowest, most beautiful	
	10. 1st person: Singular I, Plural we 2nd person: Singular you, Plural you 3rd person: Singular he, she, it, Plural they	
	11. Ex: Will you please give me your attention, Mary. Ex: I want you to go to the store, Dick, and buy me a loaf of bread.	
	12. Plurals of musical terms are formed by adding "s' ex: altos, pianos	
	13. Ex: John hit the ball very hard. It went over the fence.	
	14. Directions are not capitalized except when used to indicate specific regions.	

Some good games and activities can be found in the book Language Games Strengthening Language Skills with Instructional Games by Wagner, Rosier, and Blackman. Teachers Publishing Corporation, New York, N.Y. 10022

SIXTH GRADE EXAMPLES

BASIC	COMPETENCY	HONORS
	1. The child should be able to find the predicate verb whether it is a verb of being or an action word ex: Your coat is in the closet. An elephant escaped from the zoo.	
	2. a) Ex: Everyone is doing his work. b) Ex: Mary and John were happy. c) Ex: Are the children eating breakfast?	
	3. Prepositions and prepositional phrases are new to this level. The child may have some difficulty realizing that some words such as down, are sometimes adverbs. It should be stressed that if the word is a preposition, it will have an object ex: 1) On the way to the store, I found a dollar. 2) Seven of the spectators fell off their seats. 3) He kicked the ball over the fence. 4) We divided the money between them and us.	
	5. Ex: "These books," said the librarian, "should be catalogued."	
	6. Ex: Mary said, "Can you go?" Mary asked if you could go. John said, "I was late." John said that he was late.	

SIXTH GRADE SPELLING LIST

address
*any
*anything
April
arithmetic
*better
birthday
cannot
*close
country
December
didn't
dropped
*football
Friday
friend
getting
goodbye
*got
great
happened
hard
having
*kind
left
loving
light
*long
March
morning
most
*much
*never
*nice
night
November
o'clock
October
*only
people
place
*start
still
stopped
studying
sure
swimming
that's
until
used
vacation
who
will
writing

C	B	A
80% Mastery of fifth grade words on this list with an asterisk.	80% Mastery of this list	90% Mastery of this list 75% Mastery of 7th grade list.

SEVENTH GRADE

BASIC	COMPETENCY	HONORS
1. A student will be able to alphabetize to 3rd letter.	1. A student will be able to form the plurals and possessives	1. A student will be able to use prepositional phrases in his writing
2. A student will be able to select the correct form of an irregular verb from a list for use in a sentence	2. A student will be able to correctly use and punctuate interjections	2. A student will be able to write in a variety of sentence patterns.
3. A student will be able to identify and spell possessive pronouns.	3. A student will be able to identify conjunctions and word phrases and sentences being connected	3. A student will be able to write introductory and concluding sentences for a paragraph.
4. A student will be able to form and correctly use contractions they're, you're, doesn't	4. A student will be able to distinguish among compound subjects, compound predicates, and compound sentences.	4. A student will be able to write an original ending to an unfinished story
5. A student will usually be able to make the subject and the verb agree.	5. A student will be able to combine two sentences using an appositive.	5. A student will be able to revise his own work with the guidance of the teacher.
6. A student will be able to correct run-on sentences in a drill	6. A student will be able to write compound sentences using conjunctions commas, and semi-colons.	6. A student will be able to write such types of poetry as haiku, diamente', take 5, name poems, and concrete poems.
7. A student will be able to identify sentence fragments in a drill	7. A student will be able to make the subject and verb agree in inverted sentence questions, despite intervening phrases and when the subject is a title.	7. A student will be able to evaluate the logic of persuasion or opinion writing.
8. A student will be able to identify simple subject and simple predicate	8. A student will be able to correctly capitalize and punctuate titles of books, poems, etc.	
9. A student will be able to capitalize and punctuate with 65% accuracy	9. A student will be able to use more accurate modifiers than real, so, and a lot.	

AT THE SEVENTH GRADE LEVEL EACH CHILD WILL WRITE A MINIMUM OF TEN PARAGRAPHS DURING THE SCHOOL YEAR

about
all right
awhile
babies
bought
clothes
cousin
different
enough
Easter
everybody
guest
Halloween
haven't
*hello
how's
*isn't
*it's
keep
lessons
*let's
*made
many
*maybe
*pull
small
summer
suppose
surprise
there's
they
*this
threw
tonight
*together
*too
under
want
*was
weather
well
went
what
while
*white
winter
*with
*woman
won't
*year
years
yours

C	B	A
80% Mastery of Sixth grade list Words from this list with an asterisk	80% Mastery of this list	90% Mastery of this list 75% Mastery of eighth grade list

EIGHTH GRADE

BASIC	COMPETENCY	HONORS
1. A student will be able to write the correct forms of plural and possessive nouns.	1. A student will be able to correctly use demonstrative pronouns.	1. A student will be able to correct faulty parallelisms.
2. A student will be able to identify pronoun antecedents.	2. A student will be able to correctly use comparative and superlative degrees of adverbs	2. A student will be able to use clauses in his writing. adjective, adverb, restrictive, non-restrictive, subordinate
3. A student will be able to make pronouns agree with their antecedents.	3. A student will be able to identify and use adjectival phrases.	3. A student will be able to punctuate sentences using these types of clauses.
4. A student will be able to make a verb agree with a compound subject.	4. A student will be able to use prepositional phrases in his own writing.	4. A student will be able to develop a paragraph using facts, examples, or incidents.
6. A student will be able to correct sentence fragments in his own writing after a teacher has pointed them out.	5. A student will be able to use active and passive voice in writing.	5. A student will be able to write a critical review of a book, story, or movie.
	6. A student will be able to organize paragraphs in chronological order.	
	7. A student will be able to write paragraphs of comparing or contrasring items.	
	8. A student will be able to write introductory and concluding paragraphs.	
	9. A student will be able to write from various points of view.	
	10. A student will be able to write news stories and editorials.	

already
answers
basketball
believe
caught
couldn't
course
decided
February
frightened
handkerchiefs
hospital
interesting
I've
January
quit
quite
ready
received
remember
sincerely
stationery
surely
they're
thought
through
tried
truly
we're
you're

C	B	A
80% Mastery of seventh grade list. Words on this list with an asterisk	80% Mastery of this list	90% Mastery of this list

NINTH GRADE

BASIC	COMPETENCY	HONORS
1. A student will be able to use the correct principal parts of verbs	1. A student will be able to make collective nouns agree with the verbs	1. A student will be able to write narrative and expository paragraphs
2. A student will be able to use conjunctions- but, and, or, nor, yet.	2. A student will be able to identify verbals	2. A student will be able to write compositions of two or more paragraphs using effective transitions
3. A student will be able to use quotation marks in sentences	3. A student will be able to identify clauses adjective, adverb, restrictive, non-restrictive and subordinate	3. A student will be able to write dramatic dialogues and short stories
4. A student will be able to identify prepositional phrases in an exercise	4. A student will be able to correct faulty parallelisms	
5. A student will be able to make verbs agree with subjects separated by prepositional phrases	5. A student will be able to write persuasive, evaluative, descriptive, and summation paragraphs	
6. A student will be able to combine short sentences into longer ones using conjunctions	6. A student will be able to organize paragraphs using facts, examples, incidents, induction, deduction	
7. A student will be able to correct sentence fragments and run-on sentences in his writing when pointed out by teacher	7. A student will be able to make transitions from one paragraph to another	
8. A student will be able to write a topic sentence for a paragraph	8. A student will be able to explain the difference between denotation and connotation and utilize this knowledge in word choices	
9. A student will be able to write descriptive, evaluative and opinion paragraphs	9. A student will be able to rewrite a story from a different point of view	
10. A student will be able to organize paragraphs by chronological order and cause-effect		

NINTH GRADE

BASIC	COMPETENCY	HONORS
11. A student will be able to provide an appropriate title for his writings.		

AT THE NINTH GRADE LEVEL EACH CHILD WILL WRITE A MINIMUM OF TWELVE PARAGRAPHS THIS SCHOOL YEAR

TENTH GRADE

BASIC	COMPETENCY	HONORS
A student must be able to:	A student must be able to:	
1. avoid the following: this here had of, should of that there hadn't ought and etc. hisself anyways gonna anywheres & besides the point cuz take for granite nowheres can't help but self double negative/shouldn't hardly my brother he a lot	1. Use correctly a semi-colon between items in a series which have commas, as well as in compound sentences	1. The student will be able to analyze and write about the author's style
2. To differentiate between the following: a-an accept- except bring- take can-may then - than maybe - may be	2. To punctuate properly sentences which require the use of internal quotation marks	2. The student must be able to use footnotes and bibliography in compostions in which literature is being analyzed
3. To use coordinating, subordinating and correlative conjunctions to combine sentences.	3. To recognize and write sentences using each of the following for purposes of styles and variation: a) appositives b) verbals c) compound verb, subject d) adjective clause e) adverb clause	3. The student will be able to recognize and write sentences using active and passive voices, the subjunctiv mood, and the perfect tenses for purposes of style and variatior
4. write 12 writing assignments each of which are at least one paragraph in length	4. Will be able to distinguish between transitive and intransitive verbs so the correct modifier will be used	4. The student will be able to use properly the relative pronouns in formal writing
5. Write a letter of request using all appropriate letter forms	5. To write a minimum of 10-12 writing assignments each of which are at least a paragraph in length	
6. Develop an idea into a supportable topic sentence	6. Will be able to select and organize all relevant information for a written assignment	
7. Support a topic sentence of opinion with relevant facts	7. To prove a given thesis based on literature by citing specific references. The thesis statements will be based on each of the following topics: a) character analysis	
8. Give written directions for going from one place to another		

BASIC	COMPETENCY	HONORS
9. Write a descriptive paragraph which uses one or more of the following: a) spacial organization b) concrete terms c) example 10. Write a friendly letter using correct letter form and relating a narrative account in time order sequence; letters should be correctly folded on inlined paper with return address	7. (cont'd) b) tone (the author's attitude toward his topic) c) setting d) theme 8. To develop and support a thesis statement from a given literary selection and a given general topic 9. To write a research paper of at least 500 words using the standard form for footnotes and bibliography	

MATERIALS AND ANNOTATIONS
for
THESIS DEVELOPMENT AND SUPPORT IN 10-A

1. Corbin, Richard K., etc. Guide to Modern English
   Glenview: Scott, Foresman, 1960
   Chapter 1 pp. 17-39
   Includes explanatory material and exercies in developing topic sentences, various methods of support, coherence, linking expressions....writing exercises in text must be adapted to literature in unit being taught....weak in thesis statement development....class sets available

2. English Language Arts
   (Literature) 1970
   refer to sections dealing with 10-12 grade skills for ideas in composition

3. Hodges, John and Laus, Sheila. Harbrace Writing Course
   New York: Harcourt, Brace, 1967
   similar to the Warner's handbook, the book has an excellent table of contents and index listing all writing skills dealt with in 10-A....includes many fine exercises and sample paragraphs.

4. Payne, Lucile Vaughan. The Lively Art of Writing
   Chicago: Follett, 1965
   Chapters 2, 7 seem most appropriate for 10-A students working on skills in developing a thesis and using linking (connective) expressions....chapters 3, 4, 5, might be used for more talented students.
   one class set available

5. Roberts, Edgar V., Writing Themes About Literature (2nd Ed.)
   Englewood Cliffs; Prentice-Hall, 1969
   few copies are available in English office but does have good chapters on specific kinds of theme writing from literature....includes sample themes...following chapters particularly appropriate for 10-A's
   1. Chapter 2 character analysis
   2. Chapter 5 setting
   3. Chapter 6 theme
   4. Chapter 11 tone
   5. Chapter 13 style

   material and samples fairly difficult and will need to be adapted

6. Stegner, Wallace E., etc. Modern Composition
   New York: Holt, Rinehart and Winston
   parts of the following chapters are appropriate perhaps as supplementary material:
   Chapter 2 The Basic Kinds of Paragraphs
   Chapter 3 Clarity in the Paragraph

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Chapter 6 Organizing the Theme
Chapter 7 Writing the Theme
Chapter 8 Writing about Literature
only one copy available in English office

7. West, William Developing Writing Skills
Englewood Cliffs: Prentice-Hall, 1966
good but relatively difficult book....following chapters appropriate for 10-A's; others suitable for enriched program:
1. Chapter 3 exposition
2. Chapter 5 character sketch
3. Chapter 7 criticizing prose
one copy only in English office

ELEVENTH GRADE

BASIC	COMPETENCY	HONORS
1. The student will be able to select the significant event from a time ordered sequence	1. The student will be able to request application forms from a college and complete the forms.	1. The student will be able to maintain the following tones throug out a composition: satire, humor, sympathy, empathy, sarcasm, and irony
2. The student will be able to list the causes that lead to the stated result in a reading passage	2. The student will be able to identify the subjunctive mood from a reading passage	2. The student will be able to write a narrative account using climatic order
3. The student will be able to complete with 100% accuracy the following forms: Civil Service, credit applications, selected job application forms.	3. The student will be able to use the subjunctive mood in a paragraph	3. The student willl be able to write a research paper of 750 words minimum length using standard form for footnotes and bibliography. The topic of the research paper must be concerned with literature or communication.
4. The student will be able to write a letter of application for employment	4.The student will be able to discuss in writing the theme of a literary work as it reflects its historical period	4. The student will prepare an annotated bibliography on at least five reference works. The annotation should deal with the book's function and organization. (Exclude encyclopedias, standard dictionaries and The Reader's Guide)
5. The student will be able to write a letter of application for admission to educational or training institutions	5. The student will be able to use definition as an expository form of writing. He will be able to define by showing function, class stating what the term is not, etc.	5. The student will be able to write at least two papers on the same topic but for different audiences.
6. The student will be able to write a resume	6. The student will be able to develop a paragraph through the use of analogy by showing specific relationships of function and class	
7. The student will be able to write a cover letter for a resume	7. The student will be able to develop a paragraph through the use of deductive order	
8. The student will be able to write a letter of complaint		
9. The student will be able to use correctly the colon in sentence having "as follows" stated or implied		

ELEVENTH GRADE

BASIC	COMPETENCY	HONORS
10. The student will write a minimum of 15 compositions during his junior year	8. The student will be able to develop a paragraph through the use of inductive order	
11. The student will be able to develop a paragraph through the use of cause and effect order	9. The student will be able to write a precis.	
12. The student will be able to prove a given thesis based on literature by citing specific references. The thesis statement will be based on each of the following topics: a) character analysis b) setting c) theme	10. The student must be able to maintain a selected tone throughout a composition by using appropriate diction, understatement, overstatement,(caricature, exaggeration) figurative devices, repetition of key words and point of view	
	11. The student will be able to compare and/or contrast two works of literature based on character analysis,tone, setting, theme, and style	
	12.The student will be able to establish criteria for evaluating a specific item (movie, book, short story, poem, etc.) and use relevant information to show how these criteria are satisfied	
	13. The student will be able to write a research paper of at least 750 words minimum length using the standard form for footnotes and bibliography	
	14. The student must be able to use internal notes and bibliography in compositions in which literature is being analyzed	

BASIC	ELEVENTH GRADE COMPETENCY	HONORS
	15. The student will be able to write a composition of at least three paragraphs, maintaining coherence and unity throughout, within a 47 minute time period.	

For objectives 1 and 2:

1. Guide to Modern English (11), pp. 112-113.
2. Guide to Modern English (Upper Years), pp. 42, 63.
3. Modern English (6), pp. 36-37.
4. English Language Arts, The State Strand, Composition, p 75.

For objectives 3 and 4:

1. Modern Composition (6), pp. 232-248.
2. Guide to Modern English (11), p. 123.
3. Developing Writing Skills, p. 44.
4. English Language Arts, State Com. Strand, pp. 75-76.

For objectives 5, 6 and 7:

1. English On The Job, pp. 65-68.
2. Guide to Modern English (11), pp. 285-296.
3. Developing Writing Skills, pp. 205-206.
4. Composition Situations, (NCTE), p. 2.

MATERIALS FOR COMPOSITION SKILLS 11 A

I & II English Language Arts - State Strand
- A. Composition, p. 75
- B. Composition Situations, p. 3
- C. Guide to Modern English (11), p. 112-113; p. 135
- D. The Whole World Catalog, p. 26.

III
- A. Writing Themes About Literature pp. 208-212
- B. Guide to Modern English (1) pp. 444-446; 384, 385
- C. Term Paper Study - aids
- D. Writing Research Papers, James D. Lester

IV & V
- A. English Language Arts - State Strand Composition
- B. Guide to Modern English (11), p. 123
- C. Modern Composition (6) pp. 232-238

VI
- A. Writing Themes About Literature p. 166-174
- B. English Language Arts - State Strand - Literature pp. 135-136
- C. Modern Composition (4) pp. 159 (Writing About Literature) supplementary
- D. Developing Writing Skills, West pp. 145-148

VII
- A. Modern Composition (6) pp. 94-124 (very good)
- B. Writing Unit Lessons in Composition pp. 120-125
- C. English Language Arts, State Strand (Composition) pp. 77-78
- D. Guide to Modern English (11) p. 124

VIII
- A. Modern Composition (6) pp. 59-60
- B. Guide to Modern English p. 376
- C. English Language Arts, State Strand (Comp.) p. 79
- D. Writing: Unit Lessons in Composition, (C) pp. 181-186

IX
- A. Guide to Modern English (12) pp. 82-85
- B. Modern Composition p. 113
- C. English Language Arts, State Strand Composition p. 80

X
- A. Guide to Modern English (12)
- B. Modern Composition (6) p. 113
- C. English Language Arts, State Strand (Comp.) p. 81

XI
- A. Modern Composition (6) p. 320-326
- B. Writing Themes About Literature,pp. 188-197
- C. Developing Writing Skills, pp 132-143
- D. English Language Arts, State Strand, Composition
- E. Composition Situation, p. 42

XII XIII & XIV
- A. Guide to Modern English (11) pp. 294-296
- B. Practical English,
- C. Warriners,

XV
- A. Precis Writing Practice, Hood
- B. Guide to Modern English (11) pp. 502-503
- C. Warriners
- D. Writing the Precis (Coon, Esq.)

MATERIALS FOR 11 A ENRICHMENT

I Independent Study (Procure guides and forms from Dept. Chrmn.)

II
- A. Developing Ideas, O'Dea, etc. pp. 288-293
- B. Modern Composition (6), pp. 81-83
- C. Developing Writing Skills, pp. 20, 23, 72, 76
- D. Guide to Modern English (11) p. 399

III
- A. Guide to Modern English (11) pp. 270-283
- B. Modern Compositions (6) pp. 327-395
- C. Developing Ideas, pp. 100-110; 281-283
- D. Writing Research Papers, Lester

IV
- A. English Language Arts, State Strand, Comp. pp. 75,76
- B. Composition Situations, pp. 39, 40
- C. Modern Composition, pp. 232-248
- D. Developing Writing Skills, p. 44
- E. Guide to Modern English (11), p. 123, 397

V
- A. English Language Arts, State Strand, Comp., p. 81
- B. Modern Composition (6) pp. 5-6, 9, 15
- C. Developing Ideas, pp. 5-7, 220-225, 227-228, 230-231, 260-262
- D. Developing Writing Skills, pp. 47, 139, 142, 168, 181-182, 260-262,312

TWELFTH GRADE

BASIC	COMPETENCY	HONORS
1. The student will write an autobiographical paper which stresses his strengths. 2. The student will write the following types of letters: a) to the editor b) thanks c) complaint d) inquiry 3. The student will be able to address an envelope properly and fold the letter correctly for both kinds of envelope. 4. The student will be able to complete the following forms: a) selected employment forms b) vehicle registration c) driver's license renewal d) credit applications e) short income tax form 5. The student will be able to spell 65% of the Dolch list 6. The student will be able to capitalize sentence beginnings and proper names 7. The student will be able to use a period, question mark and a comma when listing items in a series.	The student will: 1. write a minimum of five written assignments in each semester elective a) limited topic b) specific thesis c) information which adequately supports the thesis 2. in at least one of the assignments write a review of a full length work which contains: a) a summary b) an evaluation based on stated criteria	The student will: 1. do a research paper of at least 750 words using standard form for footnotes and bibliography.

BASIC	COMPETENCY	HONORS
8. A minimum of ten writing assignments will be given. 9. A student will be able to explain a process and how to get from one place to another either orally or in written form.		

THIRD GRADE EVALUATION

	BASIC	COMPENTENCY	HONORS
tent	content is relevant to topic	content is relevant to topic	content is relevant to topic
d ice	generally understandable	uses a variety of modifiers	words chosencommensurate with the spoken vocabulary
tence stery	writes four simple sentences with no more than two run-ons or fragments	writes four simple sentences with no more than one fragment or run-on; uses joining and signal words	uses compound sentences; writes sentences telling how, when, and where
ra- aph ills	20-40 words in paragraph; occasionally indents; avoids writing "The End"	limits paragraph to one idea; 20-40 words in paragraph; indents	includes topic sentence; 20-40 words in paragraph; indents
elling	spells most commonly used words correctly; misspelled words are spelled phonetically	spells correctly most of the commonly used words at this level	spells correctly
nctu- ion, pital- ation	can capitalize and punctuate after teacher points out mistakes	capitalizes the beginning of the sentence and names; uses end punctuation correctly	capitalizes title of paragraph, beginning sentences, and names; uses correct punctuation
age	not more than four usage errors in the paragraph	not more than two usage errors in the paragraph	uses adjectives and adverbs correctly
nu- cript orm	keeps margin; uses cursive writing at the end of the year; writes first name on the first line of paper	keeps margin; skips line after title; writes name on top line of paper	keeps margin; skips line after title; writes complete name on top line

FOURTH GRADE EVALUATION

	BASIC	COMPETENCY	HONORS
tent	content is relevant to topic	content is relevant to topic	content is relevant to topic
ice	generally understandable	uses adjectives and adverbs	displays more selectivity in word choice
tence tery	writes six simple sentences with no more than two run-ons or fragments	writes six simple sentences with no more than one fragment or run-on	uses prepositional phrases, introductory words; writes six sentences
a- ph lls	limits paragraph to one idea; 20-40 words; indents; avoids writing "The End"	uses topic sentences; limits paragraph to one idea; uses concluding sentence; 40-60 words	gives supportive ideas; can use time order; 40-60 words
lling	spells most commonly used words correctly; misspelled words are spelled phonetically	spells correctly the most commonly used words at this level	spells correctly all commonly used words
ctu- on, ital- tion	capitalizes states, months, days of the week, and names	capitalizes nouns when necessary; uses commas after introductory words words in a series	uses correct capitalization and punctuation
ge	not more than six usage errors in a paragraph	not more than three usage errors in a paragraph; can use homonyms correctly in sentences	through proofreading the child will achieve approximate perfection in grammar and usage
u- ipt rm	keeps margin; skips line after title; writes first name on top line of paper	keeps margin; skips line after title; heading on top three lines of paper; legible	keeps margin; skips line after title; heading on top three lines of paper; legible

FIFTH GRADE EVALUATION
COMPETENCY

	BASIC		HONORS
tent	content is relevant to topic	content is relevant to topic	content is relevant to topic and displays originality
d ice	uses modifiers	chooses words that clearly communicate his meaning	uses figurative language
tence tery	writes 5-7 sentences with no more than two run-on sentences or fragments	writes 5-7 sentences with no more than one run-on or fragment	writes six to eight sentences using some varied sentence structures
ra- aph ills	uses simple concluding statement and topic sentence; 20-40 words; indents; avoids "The End"	can write two of the types of expository assignments listed in the curriculum; indents	two or more paragraphs; gives supportive ideas in paragraph; 40-60 words
elling	spells correctly most commonly used words at this level	spells correctly all commonly used words at this level	spells correctly most of the words used
nctu- ion, pital- ation	capitalizes correctly most of the time; end punctuation is correct	uses correct end punctuation including question marks and exclamation points; capitalizes when necessary	capitalization is correct; end end punctuation is correct; commas, as taught in the guide, are correctly used
age	not more than six usage errors in paragraph	not more than three usage errors in paragraph	through proof-reading, usage will be virtually perfect in those skills which have been taught
nu- ript rm	legible; skips line after title; keeps margin; heading on top three lines in upper right hand corner	legible; skips line after title; keeps margin; heading on top three lines in upper right hand corner	legible; skips line after title keeps margin; heading on top three lines in upper right hand corner

SIXTH GRADE EVALUATION

	BASIC	COMPENTENCY	HONORS
ntent	content is relevant to topic	content is relevant to topic	content is relevant to topic and displays creativity and thought
rd oice	uses modifiers	can use figurative language	exact and vivid discription
ntence stery	writes five to seven sentences with no more than two fragments or run-ons	writes five to seven sentences with no more than one run-on or sentence fragment	writes six to eight sentences using varied sentence structure
ara- raph kills	uses a topic sentence; paragraph contains 20-40 words; indents	shows organization; uses supportive ideas; writes a minimum of fifty words; uses transition words in paragraph; develops expository writing	writes more than one paragraph unless assignment is limited; shows transition between paragraphs; keeps same tense throughout composition; develops expository writing
pelling	spells correctly most of the commonly used words	can spell correctly the commonly used words at this level	can spell correctly most of the words he uses
unctu- tion, apital- zation	capitalizes correctly most of the time; end punctuation is correct	will not have more than three usage errors in his paragraph	will capitalize and punctuate correctly
Usage	will not have more than four usage errors in a paragraph	will not have more than three usage errors in a paragraph	can use correctly adjectives, adverbs, verbs, pronouns, and nouns; has correct subject-verb agreement most of the time
Manu- script Form	legible; can skip line after title; keeps margin; has correct heading on top three line in upper right hand corner	legible; skips line after title; keeps margin; has correct heading on top three lines in upper right hand corner	legible; skips line after title; keeps margin; has correct heading in upper right hand corner

SEVENTH GRADE EVALUATION

	BASIC	COMPETENCY	HONORS
tent	content is relevant to topic	content is relevant to topic	content is relevant to topic
d ice	uses modifiers	uses precise words and a variety of words to express similar ideas	precise, appropriate words for formal or informal writing
tence tery	not more than 2 fragments or run-ons in 6-8 sentence paragraph	not more than one fragment or run-on in 6-8 sentence paragraph	able to expand sentences; uses variety of sentence structures
a- ph lls	50 words or more; topic sentence and conclusion; indents	well-organized paragraph; specific supporting details; introduction and conclusion; develops expository writing	writes more than one paragraph; uses transitions between paragraphs; maintains appropriate verb tense; develops expository writing
lling	can spell correctly basic sight words	can correctly spell commonly used words at this level	can correctly spell words he uses
ctu- ion, ital- tion	uses correct capitalization and punctuation of skills presented at this level	uses correct capitalization and punctuation of skills presented at this level	uses correct capitalization punctuation
age	has no more than four errors in six to eight sentence paragraph	not more than three errors in six to eight sentence paragraph	has correct usage of all skills which have been taught
nu- ript rm	skips line after title; keeps margins; heading in upper right corner; legible	skips line after title; keeps margin; writes heading in upper right corner; writes legibly	skips line after title; keeps margin; writes heading in upper right corner; writes legibly

EIGHTH GRADE EVALUATION

	BASIC	COMPENTENCY	HONORS
ntent	appropriate to topic; says something specific	offers supportive ideas for opinions	offers new, interesting ideas on topic
rd oice	words are generally used correctly	uses exact words; words are chosen by connotation and denotation	uses exact, appropriate, vivid words; uses synonyms and antonyms for style
ntence stery	no more than two fragments or run-ons in 6-8 sentences; sentence errors can be corrected after teacher has pointed them out	not more than one fragment or run-on in six to eight sentences	no fragments or run-ons in six to eight sentences; clauses and parallel structures will be used
ra-aph ills	six to eight sentences (50 words or more); limits to one topic; writes descriptive or narrative paragraphs; indents	writes six to eight sentences (at least fifty words); limits to one topic; can use chronological order; can compare, contrast, and use differing points of view; indents	writes six to eight sentences (at least 100 words); writes critical or evaluative paragraphs with supporting details; uses facts, incidents, examples; indents
elling	spells correctly most common words	spells correctly all common words	spells correctly all common words
nctu-ion, pital-zation	capitalization, end and internal punctuation usually correct	uses correct end punctuation; few errors are made in internal punctuation	virtual accuracy in skills taught including capitalization of titles, use of commas, semi-colons, and colons
sage	has no more than three errors in six to eight sentences in subject-verb agreement, pronoun forms, plurals, possessives	has no more than two errors in six to eight sentences in subject-verb agreement, pronouns, plurals, possessives, modifiers	correct usage of skills taught at this level
anu-cript orm	writes legibly; skips line after title; keeps margin; has proper heading	writes legibly; skips line after title; keeps margin; has proper heading	writes legibly; skips line after title; keeps margin; has proper heading

NINTH GRADE EVALUATION COMPETENCY

	BASIC		HONORS
ent	content is relevant to topic; says something specific	has interesting, new ideas	has interesting, original ideas and insights
ce	generally clear and accurate	words are accurate; descriptive words are used for denotation, connotation; conjunctions, transitions words used	exact, vivid, expressive words used; uses synonyms and and antonyms for style
enco ery	not more than 2 fragments or run-ons in 6-8 sentences; corrects errors at direction of teacher; combines short, choppy sentences into one smooth sentence	not more than 1 fragment or run-on in 6-8 sentences; clauses are used correctly; parallel structure used correctly	no fragments or run-ons; uses variety of sentence structures
- h ls	has topic sentence; sticks to topic; 6-8 sentences (at least 50 words); can use different points of view; can organize by chronological order; can write descriptive and opinion paragraphs	has topic sentence; sticks to topic; 6-8 sentences; can use different points of view; can write persuasive, evaluative, descriptive paragraphs; can make transitions between paragraphs	can write 6-8 sentences; can write two or more paragraphs; can make transitions between paragraphs
ling	spells most commonly used words correctly	spells accurately all comonly used words	spells correctly all words used
tu- on, ital- tion	titles written correctly; basic commas correct; end punctuation correct	virtual accuracy in skills taught; titles, commas, punctuation of clauses, quotations	accuracy on skills taught: titles, commas, clauses, quotations
ge	has no more than two fragments or run-ons in 6-8 sentences	has no more than one fragment or run-on in 6-8 sentences; has no more than two errors in subject-verb agreement, pronouns, verbs, plurals, possessives, modiefiers	has no significant errors in usage
u- ipt m	writes legibly; has correct heading; writes title correctly	writes legibly; has correct heading; writes title correctly	writes legibly; has correct heading; writes title correctly

TENTH GRADE EVALUATION

	BASIC	COMPETENCY	HONORS
ntent	all sentences in a paragraph relevant to the assignment	uses relevant information when supporting a thesis	includes all relevant information when supporting a thesis
rd oice	generally clear communication	uses words that appropriate for the assignment	uses words that appropriate for the tone of the assignment
ntence stery	uses simple and compound sentences in a paragraph with no more than one run-on or fragment	is developing a distinctive style through a variety of sentence structures	consistently uses a variety of sentence structures
ra- aph ills	the paragraph has unity	sticks to topic; has at least six sentences; can write introductory and summary paragraphs; can make transitions between sentences and paragraphs	same as competency
elling	nearly all commonly used words are spelled correctly	no more than an average of one spelling error per paragraph	virtually no spelling errors
nctu- ion, pital- ation	no errors in end punctuation and beginning capitalization; no more than an average of three errors in internal punctuation per paragraph	no errors in end punctuation and beginning capitalization; no more than an average of one error in internal punctuation per paragraph	no errors in end punctuation or beginning capitalization; no more than an average of one error in internal punctuation per paragraph
age	with proof-reading and teacher help, can correct virtually errors in usage	has no more than two errors in subject-verb agreement, pronouns, verbs, plurals, possessives, modifiers in a composition	has no significant errors in usage
anu- cript orm	writes legibly; has correct heading at all times	writes legibly; uses correct heading at all times	writes legibly; uses correct heading at all times; research paper must be typed

ELEVENTH GRADE EVALUATION

	BASIC	COMPETENCY	HONORS
tent	all sentences in the paragraph are relevant to assignment	uses relevant information when supporting a thesis	shows insight into topic and covers all relevant information
d ice	uses appropriate level of language for the topic	is able to select words for an appropriate tone	is able to maintain a single tone throughout the composition
tence tery	not more than one sentence fragment or run-on per paragraph; uses simple, compound, and complex sentences	shows evidence of a distinctive style through a variety of sentence structures	no fragments or run-ons; consistently uses a variety of sentence structures
ra- ph lls	writes a coherent, unified paragraph using a topic sentence and a summary sentence	uses transitions between sentences and paragraphs; writes a composition of at least three paragraphs, maintaining coherence and unity throughout, within a 47 minute time period	same as competency level
elling	no more than an average of two mistakes in any paragraph	no misspelling of commonly used words	no spelling errors
nctu- ion, pital- ation	no errors in end punctuation and beginning capitalization; no more than three errors in enternal punctuation	no errors in end punctuation or beginning capitalization; no more than one error in internal punctuation per paragraph	no errors in punctuation or capitalization
age	no more than one error in each paragraph in subject-verb agreement, pronoun-antecedent agreement, tense sequence	no more than one error in each composition in subject-verb agreement, pronoun-antecedent agreement, tense sequence	no errors in usage
nu- cript rm	writes legibly; proper heading used at all times	writes legibly; proper heading used at all times	writes legibly; proper heading used at all times; research paper is typed